



Guidance for Completing the Schoolwide Program Compliance Plan Compliance Plans (Federal and State)

Federal Instructional Improvement, Office of Quality Schools

This new plan will not be created until you click the "Save and Create New Plan" button below.

First Implementation Year:

The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families.

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Address each of the following:

Planning & Review Team: Name and Title

1. Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Please list the name and the position of the members of the planning team. Briefly describe the plan development timeline.

EXAMPLE

The Elementary Principal, 2 Title I teachers, a teacher representative from each grade level, 1 Title I paraprofessional, and three parents met monthly from October to December; then twice a month in January and February to conduct a needs assessment and develop a comprehensive plan for the total instructional program in the school.

I. Needs Assessment - Schoolwide Program Plan.

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards.

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the plan. The

2. needs assessment review includes an examination of:

Student achievement data that clearly identifies areas of low achievement;

LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and

The resulting, prioritized improvement needs and goals.

List by priority the specific need areas to be addressed in the plan. Prioritized needs must be addressed in the plan.

Provide a needs assessment including the data, including specific numbers/percentages used to identify the needs the school should address. Explain the drilldown process used. Provide a statement of hypothesis of the root causes, and

then provide a list of no more than 3 priorities in a numbered list that shows what the plan will address.

EXAMPLE

The ABC School District evaluated academic programming and performance by analyzing local assessment data and demographic data, and Missouri Assessment Program (MAP) results. The following **data sources** were used: building Annual Performance Report, building APR Supporting Data, building Content Standard Summary, building Achievement Level Report, individual MAP results for students, DIBELS, and local assessment data. The group analyzed the special education and at-risk incidence rates, the educational environment, district benchmark assessment data, and the MAP results for the past several years. Current regular education interventions at the elementary schools were discussed including reading and math intervention for grades K-6.

The **data drilldown process** revealed that the proficiency rate for all students and the super subgroup of students at ABC Elementary were below the target and below the growth level in communication arts and math. DIBELS data indicates that XX% of students are at benchmark at the end of the year, and that XX% of students are well below benchmark. The DIBELS data shows that the national percentiles for each grade level fell from the beginning of the year to the end of the year, with X grade being considered at some risk and XX and XXX grade having scores close to some risk.

Based on these findings, the planning team hypothesized several **root causes**. Staff are inexperienced in using data effectively to select research based instructional strategies or intervention services. Collaboration between regular and supplemental teachers lacked a clear focus on data analysis and needed instructional support. Teachers are not teaching with fidelity to the core. Teachers have a lack of knowledge of research-based instructional strategies in differentiated instruction. Teachers need to identify specific interventions to address the needs of students struggling in reading and mathematics, which could allow for support teachers to work with their students in the regular education classroom more and increase students' time in the regular education environment. Math instruction has been based on calculation and worksheets and needs to include more reasoning and problem solving skills.

Based upon this hypothesis, the following **prioritized needs** were determined:

1. Build the capacity of teachers to use data to inform instruction by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.
2. Implement research-based differentiated instructional strategies and reading strategies through a systematic method in a tiered instructional support system (RtI).

II. Schoolwide reform strategies

3. Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

<input type="checkbox"/>	Professional Learning Communities. Date of implementation:
<input type="checkbox"/>	Schoolwide Positive Behavior Support. Date of implementation
<input type="checkbox"/>	Tiered instructional support such as Response to Intervention. Briefly describe the process used.
<input type="checkbox"/>	Please provide a description of how the building uses tiers to provide needed support services to the students and how the students are identified for the tiers.
<input type="checkbox"/>	Other: List planned intervention(s) and briefly describe.
<input type="checkbox"/>	If another program or process is used to provide interventions, please explain what is being done and how students are identified and served.

4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed: **List the assessments the school is using to diagnose, monitor and benchmark student performance and how they are used in determining needed changes in instruction or to provide student-specific interventions.**

5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

- ☐ extended school year
- ☐ before-and after-school tutoring
- ☐ summer programs and opportunities
- ☐ other:

Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –

6.
 - (aa) counseling, pupil services, and mentoring services
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
 - (cc) integration of vocational and technical education programs.

The Schoolwide Program should upgrade the entire educational program of the school. The plan identifies ways to help all students become successful. This includes providing services in addition to support for Communication Arts and Mathematics instruction. How will the building identify student needs and provide needed support beyond academic services?

EXAMPLE

The ABC Elementary School recognizes that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of students who qualify for free or reduced priced lunch, ELL and minority populations (list according to school demographics), the school has worked with community organizations and churches to provide backpacks of food and supplies for students who need them. Additional mentoring is provided through an agreement with the local YMCA's Big Brother Big Sister program. Supplemental counseling and support beyond what is provided by school counselors is provided through an agreement between the school and the Department of Social Services Family Support Division.

The school provides career information and exploration including interest inventories, and encourages all students to realize they are able to succeed as encouraged by the Young Scholars Program. The school also works with the Middle School to prepare students for success as they transition from self-contained classrooms to new teachers, lockers, class schedules, hallway pass-time and new expectations.

7. Address the assessment measures the school will use to determine if student needs are met.

Indicate what measures will be used to show the strategy on Item #6 has been successfully completed for identified students.

EXAMPLE

School attendance, behavior, participation in the designed activities and student academic performance will be reviewed quarterly. Partnerships and community involvement will be reviewed annually.

8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

Indicate the methods the building uses to include teachers in the use of assessments and other data to improve instruction.

Examples might include the development and use of common assessments, benchmarks, building assessment calendar, data teams – both horizontal and vertical -- and end of year achievement targets for the grade/building.

9. Activities to ensure students who experience difficulty mastering proficient levels for Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Systemic processes would include regular assessments and monitoring based on determined schedules, services to be provided based on assessment results, students and teachers understanding these processes and immediate support for students based on the needs identified. Services could be provided as before- or after-school tutoring. Time could be added to the school day to provide needed interventions/enrichments for all students, or some other method of delivering timely, effective assistance.

10. Individual student MAP results will be provided in a language parents can understand through:

☐ A translated version or by a translator

☐ Parent-teacher conferences

☐ Parent meetings/trainings to understand MAP and interpret results

☐ A detailed explanation sent home to parents

☐ Other:

III. Instruction by highly qualified teachers

11. The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

☐ Teachers are highly qualified with documentation on file.

☐ Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file

☐ Other:

12. How will federal funds be used to help teachers meet the highly qualified requirements?

☐ The district application includes information to verify the teacher has passed the Praxis and in what areas

- ☐ The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc

☐ Other:

IV. Professional development

13. Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards.

Additional information defining high-quality professional development can be found in the Core Data manual under Exhibit 31.

Please note: One-day workshops and short-term conferences or workshops are not considered high-quality professional development, unless they are part of an ongoing program or plan and may not be funded with federal funds.

Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools.

14. Examples might include a district practice of checking teacher qualifications prior to assignment of classes, recruiting the most experienced teachers to serve those students with the greatest needs, active recruiting of teachers with needed skills and certificates, competitive salary schedules and benefits, and identification of ways to retain teachers in high-need schools.

V. Parent involvement

15. Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include more parents than school employees.)

- ☐ Parents are involved in planning activities

☐ Parents are involved in implementing and evaluating activities

☐ Parents are involved in school decisions

☐ Parents are provided with meetings and notifications concerning student progress

☐ Other steps the building will use:

16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

Describe how the school will use resources under this part and from other sources to implement the plan components. A local educational agency may consolidate and use funds, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area. Indicate what funds will be used to provide needed services for all students.

EXAMPLE

The ABC Elementary School will coordinate and integrate Title I funds with other funds including: (list other funding

sources to be used such as LEP, children with disabilities, neglected or delinquent youth, Native American students served under Title VII.A, homeless and immigrant students, local funds, etc.) to provide a seamless support system for all students. Using the Response to Intervention model, all students are provided tiered interventions and enrichment based on individual student data. Processes are in place to progress monitor and benchmark student progress, analyze the data for growth and needed interventions, and modify instruction based on this data analysis.

17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

Identify locations that the plan will be posted, methods for teachers and parents to access the plan, any locations for translated versions to be found.

VI. Preschool Transition

18. Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start or Missouri Preschool Project to elementary school programs.

Describe the steps the building takes to prepare students to enter the building and be readily served according to needs which are determined prior to the start of school. Include any collaborative work the receiving school has done with other early childhood programs to prepare preschool students for kindergarten and the school setting.

EXAMPLE

The ABC Elementary School provides Summer School for pre-kindergarten students. Incoming kindergarteners are provided a tour of the building classrooms, lunch room, school bus and playground in preparation for entering the building prepared to learn. Parents as Teachers, kindergarten and pre-school teachers and other staff work together to screen students. The school collaborates with Head Start and local preschools and daycare providers to help students enter school ready to learn.

19. A Schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6, such as Even Start or Early Reading First programs.

☐ The preschool will not be included as part of the Schoolwide Program.



☐ The preschool will be included as part of the Schoolwide program. Explain how the preschool programs will be incorporated.

For more information or additional support, please contact the Federal Instructional Improvement Supervisor in your area:

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